

Strategy #10: Expand and Enhance Existing Community Based Early Care and Education Training and Professional Development Support

Professional training and credentialing of professionals opportunities are not adequate in the Pinal Region. Nearly 54 percent of child care teachers do not have degrees. The chart below illustrates the issue that both Pinal and Arizona are far below the national average for teacher and assistant teacher credentials. Advanced education also appears to be lacking among early care and education administrators.

Child Care Professionals' Educational Background

Degree Type	Pinal 2007*		Arizona** 2007		U.S.** * 2002	
	Teachers	Assistants	Teachers	Assistants	Teachers	Assistants
No degree	54%	91%	61%	82%	20%	12%
CDA	19%	8%	9%	7%	N/A	N/A
Associates	22%	7%	15%	8%	47%	45%
Bachelors	11%	2%	19%	7%	33%	43%
Masters	9%	0%	6%	<1%		

*Source: Compensation and Credentials report, Center for the Child Care Workforce – Estimating the Size and Components of the U.S. Child Care Workforce and Caregiving Population report, 2002.

** Arizona figures were determined by using the statewide average from the Compensation and Credentials report.

***U.S. figures had slightly different categories: High school or less was used for no degree, Some college was used for Associates degree, and Bachelors degree or more was used for Bachelors and Masters degree

The Pinal Regional Partnership Council recognizes that community based trainings are part of the career path for an early care and education provider. Early care providers are often nontraditional in their approach to professional development. The Arizona Department of Health Services Office of Child Care Licensure requires practitioners to obtain ongoing training or continuing education to be qualified for a position and remain in compliance with regulatory standards. These requirements typically set a specific number of clock hours annually. Currently, there are limited early care and education training agencies within the region, that offer this requisite training for early child care professionals. The services that are offered are often redundant or outside the competency goal areas. Because the Pinal Region is often split between service providers there is a shortfall in communications among providers on regional professional development needs and training topics. Two separate Department of Economic Services (DES) contacts provide community based training within the region but there is limited coordination between these providers; in addition trainers determine the content based off their expertise not on a need of the workforce.

When asked how staff members meet the state mandated trainings, local child care directors indicated that they receive training from a variety of state wide organizations, use staff meetings, video trainings, and/or have staff who drive over 60 miles to fulfill DES required hours. There are many concerns expressed by directors of child care centers and the top 4 are: quality of the trainings, knowledge base of trainers, large number of trainings canceled, and driving distance to trainings.

Both Strategy #9 and #10, of the Pinal Regional Funding Plan, address the need for additional professional development for early care and education providers in the region. While Strategy #9 funds additional Professional Career Pathways Program scholarships and National Child Development Associate (CDA) certification, the Regional Council would like to additionally use community based trainings to entice those who have been away from formal schooling to return to the classroom. The Regional Council recognizes that there is a need to support additional skill development among early care and education providers who may be reluctant or not interested in returning to school. Supporting high quality community based training offers these providers the opportunity to obtain needed professional development while providing a stepping stone to the (CDA) certification.

Strategy Components include:

- High Quality Community Based Trainings by a Master Early Care Education (ECE) Trainer
- Directors' Master Trainer/ Training Coordinator

High Quality Community Based Trainings through a Master ECE Trainer

Community Based Trainings for child care providers will focus on seven competency areas through a year-long series of trainings: establishing safe, healthy learning environments; advancing physical and intellectual competence; supporting social and emotional development; establishing positive guidance; establishing positive and productive relationships with families; ensuring a well executed purposeful program responsive to participant's needs, and maintaining a commitment to profession conduct and standards of practice. Training opportunities will be enhanced with a pre and post evaluation system of the participants' skills and abilities related to the subject matter.

Community Based Training Requirements:

- All trainers, trainees and participants must be S*CCEEDS Registered
- Training will be monthly and in 2 hour segments.
- 8 locations a month throughout the region.
- Trainings will progressively build upon subject matter while maintaining their focus on the 7 competency areas.
- Training provided through this effort will compliment and not duplicate existing resources

Master Trainer's Qualification:

- Bachelors Degree in Early Care and Education or a related field in order to meet the qualification as adjunct professor at a local higher education institute
- Minimum of 3 years of experience working with young children (1 year within the classroom and 2 years as a supervisor)
- Experience in Adult Education
- S*CCEEDS Registered
- Bilingual –Spanish/English-Preferred

Master Trainer will be required to show knowledge and skills that reflect current best practices and research that are aligned with early childhood education standards for children and professionals, sessions will be interactive, model desired behaviors, and address the multiple learning styles of adult learners.

While the Director's Master Trainer (see next section) will work with program administrators to identify specific training needs for staff within the competency areas, the Master ECE Trainer will deliver trainings based upon collaboration with the Directors' Master Trainer. Both Master Trainers will encourage and support participants' continuing education through CDA certification and college course work by providing resources, information, and partnering with early childhood professional associations and local community college.

Directors' Master Trainer/ Training Coordination

In order to address the training needs of child care administrators in the region, the Regional Council recommends the use of a Directors' Master Trainer who will work with Center Directors to develop an individualized professional development training plan. This Master Trainer will provide referrals to community resources. This position will require the same qualification description as above.

Master Trainer Responsibilities:

- Identify, locate, and provide coordinate support for existing training opportunities within the region
 - ECE trainings
 - Directors' Trainings
 - Parent Education Trainings
 - Business Management Trainings
- Facilitate discussion with colleges to except trainings for college credit articulation agreements
- Collaborate with Master ECE Trainer (above)
- Mentoring /coaching to support leadership development and administrative competency
- On-site consultation addressing administrative competency
- Develop on-site or near site trainings for Center Directors/Administrators that address fiscal administration, systems management, human resource development, or related administrative skills, in addition to the seven competency areas

Research demonstrates that the most effective types of professional development interventions include content-based workshops as well as hands-on, one-on-one mentoring, coaching and consultation. A national multi-state evaluation on consulting as professional development concluded that on-site consultation "mentoring" resulted in improvements in observed quality over time, and strong improvement for both center-based care as well as family child care on factors on Harms' environmental rating scales.¹

Research Notes

¹ *Lessons for Policy and Programs, Paulsell, et al., 2008*

The Pinal Regional Partnership Council will release a request for grant applications in order to identify eligible entities to provide the required Master Trainer and Director Master Trainer services. The successful grant applicant would be required to:

Provide evidence of the effectiveness of their proposed approach to increasing

professional competencies.

Assess change and behavior of participants their work with children and families.

Show evidence of how this effort will be connected to other early childhood

“professional development” and other First things First strategies.

Lead Goal: FTF will build a skilled and well prepared early childhood development workforce.

Key Measures:

Retention rates of early childhood development and health professionals

Total number and percentage of professionals working in early childhood care and education who are pursuing a credential, certificate, or degree

Target Population:

This strategy is intended to target a variety of child care providers within underserved and un-served areas in the region to include the Ak-Chin Tribal Community. This strategy will serve programs not participating in *Quality First!* or other First Things First quality improvement strategies.

	SFY2010 July 1, 2009 - June 30, 2010	SFY2011 July 1, 2010 - June 30, 2011	SFY2012 July 1, 2011 - June 30, 2012
Proposed Service Numbers a. Community Based Training b. Director’s Master Trainer/ Training Coordination	a. 8 locations per month county wide – 96 trainings/1,000 individuals b. 50 Early Child Care Centers / Regulated Homes	a. 8 locations per month county wide – 96 trainings/1,000 individuals b. 50 Early Child Care Centers / Regulated Homes	a. 8 locations per month county wide – 96 trainings/1,000 individuals b. 50 Early Child Care Centers / Regulated Homes

Performance Measures SFY 2010-2012

Total number and percentage of early care and education professionals applying and obtaining their Child Development Associate (CDA) /proposed service #.

Number of professionals completing professional development training/proposed service #

Percentage of participants enrolling in to college level early care and education programs.

Number of early care and education directors with professional development plans/actual services numbers.

Number of Directors/Administrators demonstrating administrative competency two months post completing program

Number of centers achieving benchmarks in their professional development plan.

How is this strategy building on the service network that currently exists:

This strategy is designed to complement existing professional development services available in the region, as well as the Regional Partnership Council’s professional development strategies previously

discussed in this plan. By tying the community based training directly to the CDA competency goals; this strategy creates a bridge to CDA enrollment and achievement. (Supported by professional development strategies). The Pinal Regional Partnership Council anticipates that these community based trainings will lead to increased higher education coursework and ultimately to an increase in early childhood degrees within the early care and education workforce.

What are the opportunities for collaboration and alignment:

Align with other agencies and organizations that promote leadership and professional development (e.g., CAEYC, AzAEYC, Chase Emergent Leaders)

Collaborate and coordinate with existing training and professional development resources in the region.

SFY2010 Expenditure Plan for Proposed Strategy

Population-based allocation for proposed strategy

\$250,000.00

Budget Justification:

\$150,000.00 High Quality Community Based Trainings through a Master Trainer

To include costs of personnel and ere (\$80,000 estimated) and training expenses (\$70,000 estimated). Second year funding decreases by \$30,000 -- the amount of the first year's start-up costs.

\$100,000.00 Directors' Master Trainer/ Training Coordinator

To include costs of personnel and ere (\$80,000 estimated) and instructional development, training expenses (\$20,000). Second year funding decreases by \$20,000 the amount of the first year's start-up costs.